

Discussing Multiculturally Competent Counseling with Gifted and Talented Students

Kevin Kusy, LCPC, NCC, PEL-SC

Who Am I?

- Kevin Kusy
 - Licensed Clinical Professional Counselor
 - School Counselor
 - Doctoral Student

What Do I Want to Achieve?

- Who is a Gifted or Talented Student?
- Identify Various Gifted or Talented Students
- Discuss Multicultural Awareness and Multicultural Counseling
- Look at the History of and Current Multicultural Competencies
 - From MCC to MCC-GT to MSJCC

Who is a Gifted Or Talented Student?

Those with outstanding talent, performing at high levels

Compared to peers

Age

Experience

Environment

Talent in various areas

Academics

Art

Athletics

Social functioning

Identifying Talents

In education, we often evaluate academic ability

Some students are identified early

Test scores vs. Grades

Ability vs. Achievement

Standardized test scores

IQ Tests

Critical Thinking or Reasoning

Signs to Look For

Idealism and perfectionistic

Higher sensitivity around own expectations

Of both self and others

Asynchronous development

Learning style is different

Sequential

Spatial

Problem solvers

Understand concepts rapidly

Can think in a complex manner

Types of Talent

Creative Thinking

- Independent thinking

- Original thoughts

 - Written

 - Oral

- Problem solving solutions

- Sense of humor

- Inventive

- Challenged by creative tasks

Types of Talent

Intellectual Ability

- Formulate abstractions
- Processes information in complex ways
- Observant
- Excited about new ideas
- Enjoys hypothesizing
- Rapid learning
- Large vocabulary

Types of Talent

Specific Academic Ability

- High memorization skills

- Advanced comprehension

- Acquires basic knowledge quickly

- Wide area of special interests

- Highly successful in special academic area

- Interest areas are pursued with enthusiasm

Types of Talent

Leadership

Assumes responsibility

High expectations

Self

Others

Concise self expression

Good decision making skills

Structure oriented

Self-confident

Organized

Types of Talent

Psychomotor

Challenged by difficult athletic activities

Excels in motor skills

Well coordinated

High energy

Participates in athletic opportunities

Types of Talent

Visual

High sense of spatial relationships

Creative expression

Unusual ability to express self through music, art

Feelings

Mood

Wants to produce original content

Observant

Self-Reflection and Group Discussion

Please spend a few minutes reflecting on your current and past students

Which students stand out?

Were there students that you recognized right away?

How have you supported these students?

What were some challenges you had with any students?

What is Multicultural Awareness?

- Understanding, sensitivity, and appreciation
 - Looking at the history, values, experiences, and lifestyles of groups
 - Groups can be based on:
 - Race
 - Ethnicity
 - Culture
 - Religion
 - Sexual Orientation
 - Gender
 - Identity
 - Expression
 - SES
 - Differently-abled
 - Age
 - Twice-Exceptional

What Is Multicultural Counseling?

- Counseling that addresses the groups discussed
 - Counselor should recognize differences from client
 - Wanting to learn about and appreciate differences of others
- Common issues that arise in counseling are:
 - Oppression
 - Racism
 - Marginalization
 - Sexism
 - Heterosexism
 - Bias
 - Microaggressions

Multicultural Counseling Competencies (MCC)

Sue, Arrendondo, and McDavis, 1992

- Framework to implement multicultural counseling
 - Less than 1% of counseling students were receiving multicultural education
 - Included racial and ethnic parameters
 - Included gender, LGBT
- The culturally competent counselor
 - Active in process of becoming aware of own assumptions
 - Actively attempts to understand client worldview with no judgment
 - Developing and practicing appropriate interventions

Multicultural Counseling Competencies (MCC)

Dimensions of Cultural Competency Matrix

- The matrix is 3X3
 - Characteristics
 - Counselor awareness of own assumptions, values, and biases
 - Understanding the worldview of culturally different clients
 - Developing appropriate intervention techniques
 - Dimensions
 - Beliefs and attitudes
 - Knowledge
 - Skills

Multicultural Counseling Competencies (MCC)

Counselor Awareness

- Beliefs and attitudes
 - Moved from culturally unaware to being aware of self and others
 - Aware of own culture and potential bias
 - Recognize limit of expertise
 - Comfortable with differences in race, culture, etc. of client
- Knowledge
 - Have specific knowledge about own race and heritage and how it affects bias in counseling
 - Knowledge on how oppression, racism, etc., has impacted them and to acknowledge own racist attitudes. White counselors can understand how they have indirectly or directly benefited from racism
 - Possess knowledge about their social impact on others

Multicultural Counseling Competencies (MCC)

Counselor Awareness

- Skills
 - Seek out educational, consultative, and training experiences to enrich understanding and effectiveness
 - When recognizing limitations counselors:
 - Seek out consultation
 - Seek out training
 - Refer to more qualified individuals
 - Engage in a combination of above
 - Constantly seek to understand self as racial and cultural being, actively seeking a non-racist identity

Multicultural Counseling Competencies (MCC)

Understanding Client Worldview

- Beliefs and attitudes
 - Aware of own negative emotional reactions toward other racial and ethnic groups
 - Aware of own stereotypes and preconceived notions held toward racial and ethnic groups
- Knowledge
 - Possess specific knowledge and information about the particular group they are working with
 - Understand how race, culture, ethnicity, etc., may affect personality formation, vocational choices, manifestation of psychological disorders, help-seeking behaviors, and the appropriateness/inappropriateness of counseling approaches
 - Knowledge about sociopolitical influences that impinge upon the life of racial and ethnic minorities

Multicultural Counseling Competencies (MCC)

Understanding Client Worldview

- Skills
 - Familiarize self with relevant research and latest findings regarding mental health and disorders of various ethnic and racial groups
 - Actively involved with minority individuals outside of counseling setting to show their perspective is more than an academic or helping exercise
 - Attend community events
 - Social or political functions
 - Celebrations
 - Friendships

Multicultural Counseling Competencies (MCC)

Developing Appropriate Interventions

- Beliefs and attitudes
 - Respect client's religious and/or spiritual beliefs and values
 - Respect indigenous helping practices and minority community networks
 - Value bilingualism and do not view another language as an impediment to counseling
- Knowledge
 - Clear and explicit knowledge of the generic characteristics of counseling and how they might clash with cultural values of minority groups
 - Aware of institutional barriers that prevent minorities from using mental health services
 - Knowledge of potential bias in assessment instruments
 - Have knowledge of minority family structures, hierarchies, values, and beliefs
 - Are aware of relevant discriminatory practices at the social and community level that may be affecting the psychological welfare

Multicultural Counseling Competencies (MCC)

Developing Appropriate Interventions

- Skills
 - Engage in a variety of verbal and nonverbal helping responses
 - Exercise institutional intervention skills on behalf of clients
 - Not averse to seeking consultation with traditional healers or religious/spiritual leaders
 - Take responsibility for interacting in the language requested by client; referral when necessary
 - Training and expertise in the use of non-traditional assessments and testing instruments
 - Attend to and work toward elimination of bias, prejudice, and discrimination practices
 - Take responsibility in educating clients to the processes of interventions: goals, expectations, legal rights, and counseling process

FROM MCC TO MCC-GT

Levy and Plucker, 2008

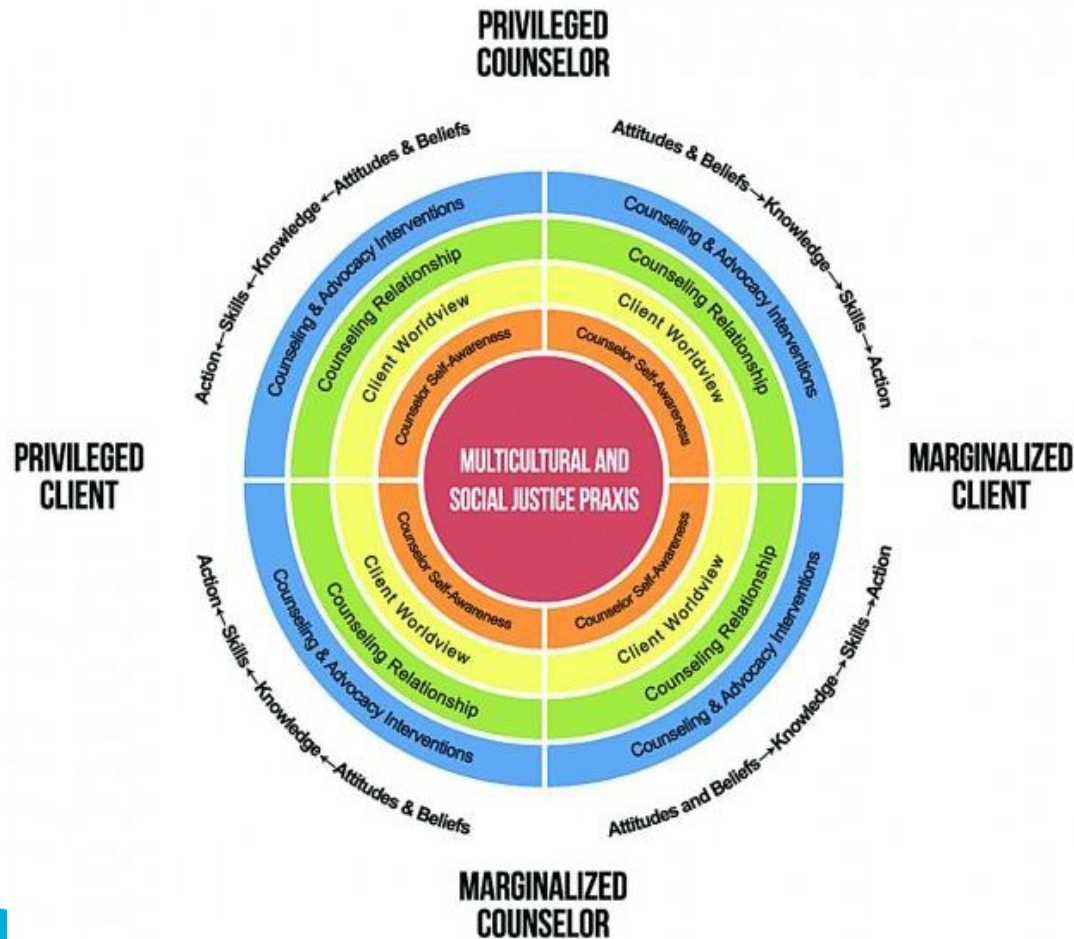
- Introduced MCC model targeted at school counselors
 - Work with gifted and talented children
 - Designed as an extension of the MCC framework
- Have three fundamental assumptions
 - Distinct subculture
 - Individual talents interact with broader culture(s)
 - Counselors must accurately understand multiple cultural identities of client

From MCC to MSJCC

Ratts, Singh, Nassar-McMillan, Butler, and McCullough, 2015

- Revision of the MCC to include social justice competencies
 - Quadrants highlight intersection of identities that influence counseling relationship
 - Power
 - Privilege
 - Oppression
- Developmental domains
 - Counselor self-awareness
 - Client worldview
 - Counseling relationship
 - Counseling and advocacy interventions

Quadrants, Domains, and Competencies



Equity and Inclusion

- **Equity:**

- The guarantee of **fair treatment, access, opportunity and advancement** for all students, faculty and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups.

- **Inclusion:**

- The act of creating environments in which any individual or group can **be and feel welcomed, respected, supported and valued to fully participate**. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people.

Equity-Mindedness

FIGURE 7 | Equality vs. equity in the short and long term



In this first image, it is assumed that everyone benefits from the same support. They are being treated **equally**.



Individuals are given different support to make it possible for them to have equal access to the view. They are being treated **equitably**.



All three can see the view without any support because the cause of inequality was addressed. The systemic barrier has been **removed**.

Deloitte Insights | deloitte.com/insights

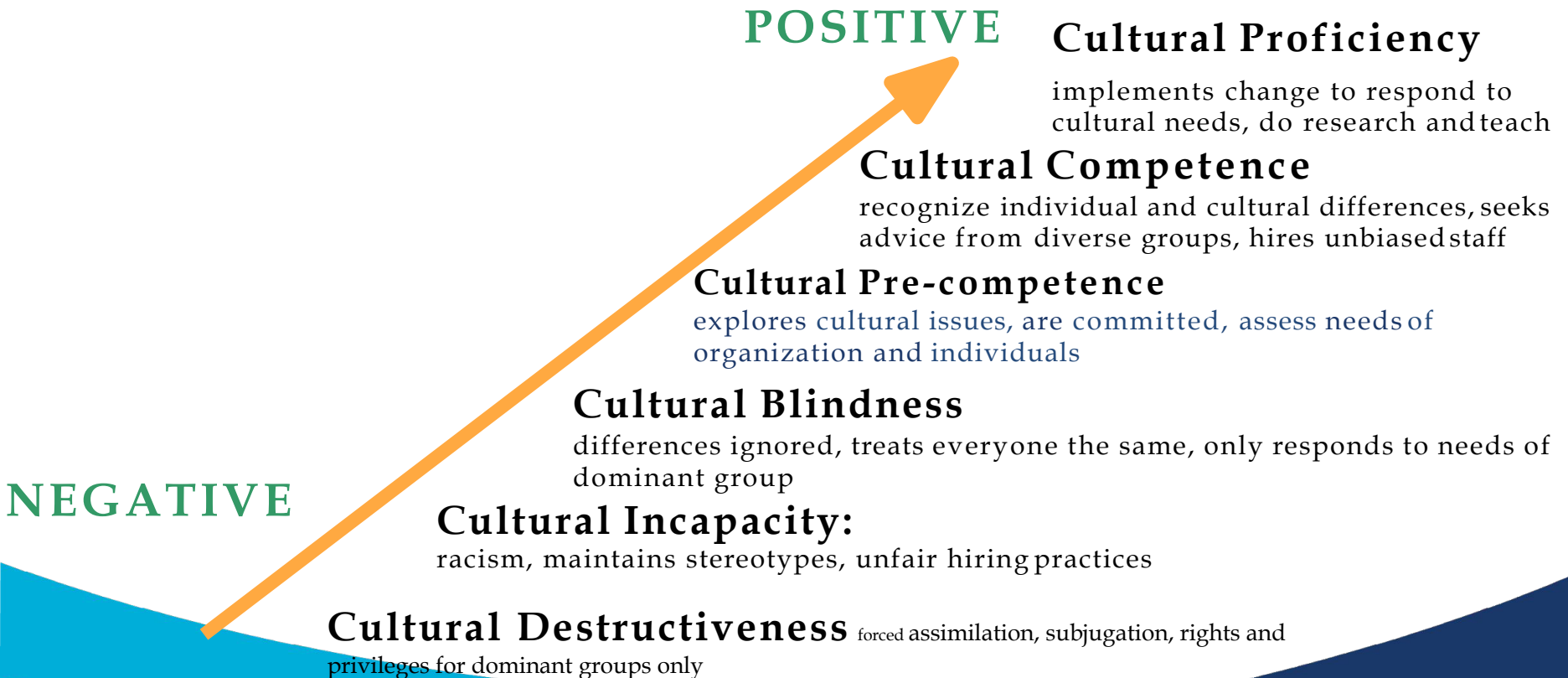
The outlook, perspective or mode of thinking exhibited by those who call attention to patterns of inequity and are willing to assume personal/institutional responsibility for the elimination of inequity.

This includes being “conscious,” noticing differences in experiences among cultural groups, and being willing to talk about race, gender, class, sexual orientation, ability, ethnicity as an aspect of equity. Equity perspectives are evident in actions, language, problem-solving, & cultural practices.

How do we get there?

Begin with Cultural Competence

Where are you on the continuum?



Contact Me!

Kevin Kusy

kkusy@imsa.edu

If you would like a copy of this presentation emailed to you,
follow this link to add your email address: [https://](https://tinyurl.com/ISCA2019-G-T)

tinyurl.com/ISCA2019-G-T

References

- Arrendondo, P., Toporek, M. S., Brown, S., Jones, J., Locke, D. C., Sanchez, J., & Stadler, H. (1996). *Operationalization of the multicultural counseling competencies*. AMCD: Alexandria, VA
- Kaczmarek, P. G., & Wagner, W. G. (1994). Future training requirements for counseling psychologists: Competency with children. *The Counseling Psychologist*, 22, 426-443.
- Levy, J. J., & Plucker, J. A. (2008). A multicultural competency model for counseling gifted and talented students.
- Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Kent Butler, S., & McCullough, J. R. (2015). Multicultural and social justice competencies.
- Sue, D. W., Arrendondo, P., & McDavis, R. J. (1992). Multicultural competencies/standards: A pressing need. *Journal of Counseling and Development*, 70, 477-486.